

Education Improvement 2014



Meeting of State
Superintendents
August, 7, 2014

Governor's Task Force

- 31 stakeholders from across the state
- Meetings held January – August 2013
- 20 recommendations sent to Gov. Otter in September 2013
- 2014 Legislature provided funds for the State Board of Education to lead the additional work to further develop and implement the recommendations



Executive and Legislative Action 2014

- Partial restoration of operational funding
- Funding for Professional Development to support Idaho Core Standards implementation
- Advanced Opportunities legislation to provide funding for high school junior and seniors to take dual credit, advanced placement and professional-technical courses for college credit
- Legislation to support districts in developing strategic plans and continuous improvement processes including funding for training for school boards and administrators
- Funding for leadership premiums to compensate teachers for leadership duties including mentoring
- Continued support of the Idaho Education Network
- Funding for technology



Education Improvement Committees 2014

Structure and Governance

Don Soltman, Chair

Bob Lokken, -Co-Chair

Recommendations for further study and implementation:

- #1: Mastery Based System
- #4: Advanced Opportunities
- #5: Revamp the State's Accountability Structure Involving Schools
- #6: Empower Autonomy by Removing Constraints
- #7: Annual Strategic Planning, Assessment, and Continuous Focus on Improvement
- #8: Statewide Electronic Collaboration System
- #10: Educator and Student Technology Devices
- #13: Enrollment Model of Funding Schools
- #17: Site-based collaboration among teachers and instructional leaders
- #18: Training and development of school administrators, superintendents and school boards



Education Improvement Committees 2014

Career Ladder / Tiered Licensure

Rod Lewis, Chair

Linda Clark, Co-Chair

Recommendations for further study and implementation:

#12: Career Ladder Compensation Model

#14: Tiered Licensure

#15: Mentoring

#16: Ongoing Job-embedded Professional Learning

#19: Provide enhanced pre-service teaching opportunities through the state's colleges of education

#20: Participation in the CCSSO's "Our Responsibility, Our Promise"



Recommendations to improve teacher preparation

Education Improvement Committees 2014

Literacy Committee

Recommendations for further study and implementation:

#3. Literacy Proficiency

The Literacy Committee will propose recommendations regarding existing statutes, establish norms, and provide research to improve literacy proficiency for all Idaho students.

Deliverables by November 2015:

Recommendations to update and improve the Idaho Comprehensive Literacy Plan



Timeline for Consideration and Implementation

- Committees will finalize recommendations by mid-September.
- The Board will consider the recommendations at a special board meeting and forward a report to Governor Otter by October 1.
- Legislation, if necessary, will be drafted and considered by the Board at its regular meeting on October 15-16th
- Recommendations will be considered by the Governor and Legislature for implementation.



Structure and Governance

Organized into 3 subcommittees grouping recommendations with overlapping issues and concerns.

Autonomy and Accountability

High Expectations

Innovation and Collaboration



Autonomy and Accountability

Committee Charge: to further refine the following recommendations of the Governor's Task Force:

- **Revamp the State's Accountability Structure Involving Schools**
- **Empower Autonomy by Removing Constraints**
- **Annual Strategic Planning, Assessment and Continuous Focus on Improvement**



Accountability Recommendation #1

We recommend that the state revise and refine the 5-Star Rating System to facilitate accurate and fair measurement and ranking of schools and districts that require intervention and assistance.



Recommended Revisions to 5-Star System

- Adjust the balance between student growth, school achievement, and other relevant measures. As the system is currently designed, too much weight is placed on growth and other relevant measures, often in response to federal regulation. The work team already in place to review the 5-star system should receive and consider this feedback.



Recommended Revisions to 5-Star System (cont.)

- Adjust the focus of the State's intervention and assistance program for failing schools
 - Initially focus on resource and technical support and encouragement. Only if the school in question continues to fail and/or the district refuses outside assistance or demonstrates repeatedly that local leadership is unable to turn the school around, should the State intervention become more forceful.
 - If necessary, the ultimate intervention should include replacing local leadership (principal/superintendent) that has demonstrated, for whatever reason, that they are unable to turn around a failing school. Without this level of intervention, the state would be failing its constitutional and fiduciary responsibility, and the cost of this failure would be born directly by the students in that school and indirectly by the community and state when those students are not prepared for career and/or college. (For further notes on the issue of to whom the local superintendent is accountable, see the last section of this document.)



Recommended Revisions to 5-Star System (cont.)

- If federal regulations allow, alternative schools should be removed from this part of the accountability system. An alternative ranking system should be explored that is clear, and more specifically tailored to alternative schools.



Accountability Recommendation #2

We recommend that the public schools implement an Annual Planning Cycle and Continuous Process Improvement Plans that Lead to Achievement Scores that Align to the 60% Goal.

“Turn every good school into a great school”

- Update the State’s strategic planning law to focus on continuous annual improvement
- Each school district, led by its board and superintendent, should be required to prepare annually a performance improvement plan, setting clear, measureable goals to improve achievement in the coming school year.



Performance Improvement Plans

- **Each school in the state should be scored on two metrics: Readiness and Improvement.**
 - Readiness is the % of graduating students that are prepared to continue to the next level (e.g. the 60%)
 - Improvement is the year over year improvement in the level of readiness produce by that school

Examples	Readiness Score	Improvement Score
High School	Career and College Readiness Score (CCR) (e.g. % students \geq 500 on all SAT Sections)	CCR Improvement (e.g. 2014 CCR / 2013 CCR)
K-8 School	High School Readiness Score (HSR) (e.g. % students proficient or above on 8 th grade SBAC)	HSR Improvement
K-6 School	7th Grade Readiness Score (7GR) (e.g. % students proficient or above on 6 th grade SBAC)	7GR Improvement

Continuous Improvement Process

- The State will provide to each district its official Readiness and Improvement Scores for each school in the district at the end of each academic year.
- These State reports should include state goals and statewide and cohort comparisons so that local districts have a context to interpret the numbers and is critical to local accountability.
- Timeliness of the report must be adjusted to match the planning rhythm of the districts.



Accountability Recommendation #3

- We recommend the state offer professional development and collaborative training and support for local boards/leadership to develop awareness of and competencies in continuous improvement practices.



Autonomy Recommendations

- **Objective:**

Clean up bureaucratic elements of Idaho's K-12 system that require overhead and add little value to student achievement, and that restrict freedom to innovate, drive change, and improvement.

- **Focuses on 3 areas:**

- Reporting Requirements - How do we trim these to the bare essentials and streamline
- Statutes and Rules - Are there rules on the books that add little value
- Data Management - Send recommendations to DMC to streamline

- **Considering:**

How do we make this a continuous pruning/optimization process, rather than a one time effort? Rules, statutes, and overhead by their nature accumulate over time and often have unintended consequences. How do we continually counter this really and free local schools to focus on student achievement. Is this a standing committee of the SBE? A full time position in the SBE?



High Expectations

Committee Charge: to further refine the following recommendations of the Governor's Task Force:

- Shift to a **Mastery Based System** where students advance based upon content mastery, rather than seat time requirements.
- Ensure all students have access to **Advanced Opportunities** by expanding offerings.
- Shift from Average Daily Attendance (ADA) **Funding Model to Enrollment/Membership** to enhance fiscal stability and remove current barriers to personalized and/or mastery learning.



Mastery-based Education

- We recommend that Idaho implement a pilot program that provides funding to encourage districts and schools to create their own mastery-based models, tailored to local conditions and opportunities.
- We recommend that Idaho provide funding for professional development programs to assist districts/schools in implementing mastery-based models.
- We recommend that Idaho educate districts regarding Idaho law/rule. Idaho law does not prevent districts from advancing students based on mastery or competency.
- We recommend that the State Department of Education prioritize federal or other grants to support districts who are implementing mastery programs with preference where appropriate given to rural districts.



Advanced Opportunities

- We recommend that the relevant sections of Idaho Code pertaining to advanced opportunities be consolidated into a single chapter to provide better clarity to districts, institutions and school boards.
- We recommend that the following changes be made to current advanced opportunities programs:
 - Eliminate the 10% participation cap in the 8 in 6 program.
 - Remove restriction to online courses in the 8 in 6 program to allow for courses taken in traditional schools.
 - Remove the requirement that students pay 25% of fees in the Fast Forward (\$200/\$400) program in order to eliminate barriers to those who need it most and to simplify reimbursement to districts.



Advanced Opportunities

- We recommend follow-on work in 2-3 years to simplify and consolidate the Advanced Opportunities programs after review of Fast Forward data.
- We support working with legislators to create scholarships to provide assistance to students who earn college credit in high school.
 - For 9 college credits earned in high school, the student would receive \$1,000 per year for 2 years;
 - For 18 college credits earned in high school, the student would receive \$2,000 per year for two years.
 - For 30 college credits earned in high school, the student would receive \$3,000 per year for two years.



Supporting Recommendations

- We recommend that Idaho Code Section 33-118, 100.04b be revised to require annual review of a student's 8th Grade Plan in grades 9-12.
- The committee believes that career counseling is key to reaching Idaho's 60%goal. We recommend that a position be created at the State Department of Education to prioritize career counseling in all districts.
- We recommend the legislature appropriate funds specifically for districts to implement college and career counseling using a model that best fits their needs.



Public Schools Funding Model

- We recommend that the state continue with Average Daily Attendance funding; however, we recognize that the current formula needs to be updated in a number of areas.
- We recommend that the current attendance minimum requirements of 2.5 hours for a half day, and 4.0 hours for a full day of attendance be removed and a per credit model developed in its place.
- We recommend that the current restriction on funding more than one FTE be removed and state funding provided in certain situations.
- We recommend that a subcommittee be formed comprised of large and small districts, charter and traditional schools, online schools, SDE staff, and the IDLA to explore these areas further and report back.



Innovation and Collaboration

Committee Charge: to further refine the following recommendations of the Governor's Task Force:

- Statewide electronic collaboration system
- Educator and student technology devices with appropriate content
- Site-based collaboration among teachers and leaders
- Training and development of superintendents and school boards



Statewide Electronic Collaboration System

- We recommend that the State Board of Education's Data Management Council (DMC) oversee the entire longitudinal data system in Idaho.
- We recommend that the Director of Research in the Office of the State Board of Education Chair the DMC, and report annually to the State Board and the Legislature on the state of the project, accuracy of data and future needs/plans.



Statewide Electronic Collaboration System

- Schools need accurate and timely data.
 - The Legislature's Office of Performance Evaluations (OPE) is conducting an extensive study of the statewide longitudinal data system, the Idaho System for Educational Excellence (ISEE) and SchoolNet, the state sponsored Instructional Improvement System (IIS).
 - The Innovation and Collaboration Group recommends that it wait for the OPE report, due January 2015, before making further recommendations.



Educator and student technology devices with appropriate content

- We recommend that the State expedite its plans to provide broadband access and wireless infrastructure to all Idaho schools.
- We recommend that the technology grant pilot program to schools be discontinued and that funding be made available to all districts for technology needs.
- Students must have access to appropriate devices to support learning.



Educator and student technology devices with appropriate content

- We support the efforts of the Tiered Licensure / Career Ladder Committee to change how information technology personnel are funded in order to allow districts the ability to pay those professionals commensurate with market rates.
 - Schools need two types of experts:
 - those with technical skills to support infrastructure and devices
 - those with the pedagogical skills to understand classroom needs and encourage integration efforts.
- Keyboarding skills are becoming increasingly important in early elementary school years. We recommend that keyboards for tablets be made available for student use.



Site-based collaboration among teachers and leaders

- We recommend that the school year be increased by 3 days (24 hours) to allow for additional paid time for job-embedded professional development and collaboration. This time should be construed separately from professional development training relating to Idaho Core Standards.
- We recommend that job-embedded professional development and collaboration be scheduled weekly based on school schedules and student needs.
- We recommend that collaboration skills training be provided to all participating staff.



Training and development of superintendents and school boards

- We support the Governor's Task Force recommendation calling for further development and implementation of the Idaho Standards for Effective Principals, which includes ongoing implementation and support for administrator training in the Danielson Framework for Teaching model through TeachScape proficiency exams.
- The 2014 Legislature passed HB521 which allows school boards to apply for reimbursement of training programs. Each school board will be responsible for developing an annual strategic plan. We support the recommendations of the Autonomy and Accountability Group which is refining the current legislation to reinforce the focus on continuous improvement.



Career Ladder / Tiered Licensure

Committee Charge: to further refine the following recommendations of the Governor's Task Force:

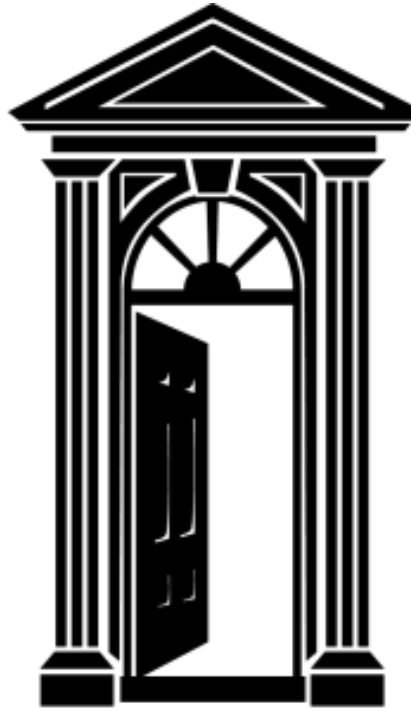
- Career Ladder Compensation Model
- Tiered Licensure
- Mentoring
- Ongoing Job-embedded Professional Learning
- Provide enhanced pre-service teaching opportunities through the state's colleges of education
- Participation in the CCSSO's "Our Responsibility, Our Promise" recommendations to improve teacher preparation



Career Ladder / Tiered Licensure

- Focused first on Tiered Licensure
 - Considered recommendations for SDE Technical Advisory Committee
 - Used practitioner subcommittees to bring forward recommendations on teacher proficiency based on Danielson framework and on how to address out-of-state teachers
 - Proposed Administrative Rule will be reviewed by State Board of Education on August 14th. Public comment will be gathered and the Board will review the Rule again next fall. The legislature consider the rule during the 2014 session.
- Committee will focus next on the career ladder compensation model





STATE of IDAHO

BOARD of EDUCATION

